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GALLAUDET COLLEGE

ADVANCED DEPARTMENT

COLUMBIA INSTITUTION FOR THE DEAF

WASHINGTON, D. C.

FIFTY-SEVENTH YEAR

1920-1921

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Main Entrance (College Grounds)

GALLAUDET COLLEGE

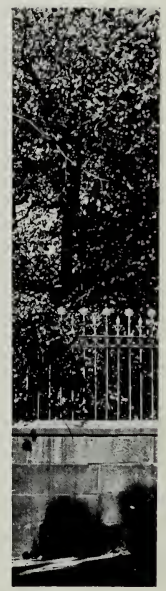
KENDALL GREEN
WASHINGTON, D. C.

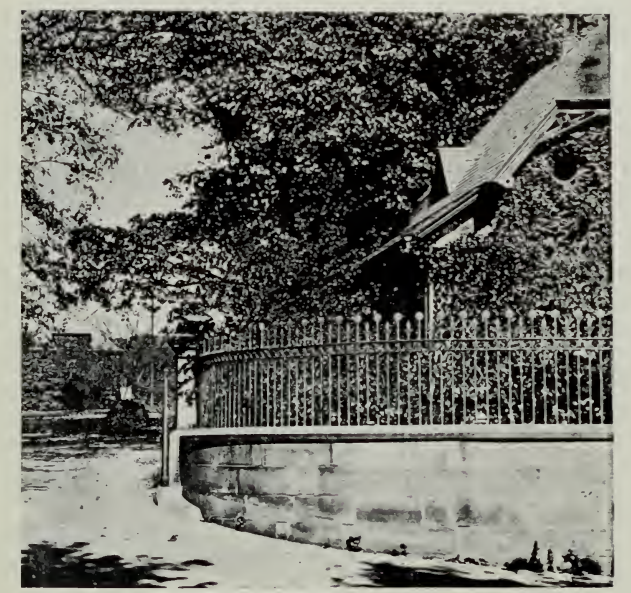
FIFTY-SEVENTH YEAR
1920-1921

CORRECTIONS

Page 10, next to last line: Omit "*c*" after name of Nathan Zimble.
Page 43, line 10: Address of Henry S. Austin, 1450 Fairmont street northwest.
Page 43, line 30: George A. Brooks received B. S. degree in 1899.
Page 48, line 38: Mrs. Gertrude Parker Salter received B. L. degree.
Page 50, Summary: Bachelor of Letters, 14; Bachelor of Arts, 297.

PRINTING BY STUDENTS OF GALLAUDET COLLEGE—PHOTOGRAPHS BY HENRY S. AUSTIN, B. PH., 1918—HALFTONES BY NEW JERSEY SCHOOL FOR THE DEAF





CE (College Grounds)

GALLAUDET COLLEGE

KENDALL GREEN
WASHINGTON, D. C.

FIFTY-SEVENTH YEAR

1920-1921

PRINTING BY STUDENTS OF GALLAUDET COLLEGE—PHOTOGRAPHS BY HENRY S. AUSTIN, B. PH., 1918—HALFTONES BY NEW JERSEY SCHOOL FOR THE DEAF

CALENDAR FOR 1920-21

SEPTEMBER 29, 1920, WEDNESDAY.—*Registration Day.*

SEPTEMBER 30, THURSDAY.—*College year begins.*

OCTOBER 1, 2, FRIDAY, SATURDAY.—*Examinations for admission and re-examinations.*

NOVEMBER 25, 26, 27, 28, THURSDAY, FRIDAY, SATURDAY, SUNDAY.—*Thanksgiving holiday.*

DECEMBER 10, FRIDAY.—*Gallaudet Day.*

DECEMBER 17, 20, 21, 22, FRIDAY, MONDAY, TUESDAY, WEDNESDAY.—*Term examinations.*

DECEMBER 23, 24, 25, 26, 27, THURSDAY, FRIDAY, SATURDAY, SUNDAY, MONDAY.—*Christmas vacation.*

DECEMBER 28, TUESDAY.—*Second term begins.*

JANUARY 1, 1921, SATURDAY.—*New Year's Day.*

FEBRUARY 22, TUESDAY.—*Holiday.*

MARCH 4, FRIDAY.—*Inauguration Day.*

MARCH 24, 25, 28, 29, THURSDAY, FRIDAY, MONDAY, TUESDAY.—*Term examinations.*

MARCH 30 TO APRIL 4, WEDNESDAY TO MONDAY.—*Easter vacation.*

APRIL 5, TUESDAY.—*Third term begins.*

MAY 4, WEDNESDAY.—*Presentation Day.*

MAY 25, 26, 27, WEDNESDAY, THURSDAY, FRIDAY.—*Examinations for admission.*

MAY 30, MONDAY.—*Holiday.*

JUNE 16, 17, 20, 21, THURSDAY, FRIDAY, MONDAY, TUESDAY.—*Term examinations.*

JUNE 22, WEDNESDAY.—*Conferring of degrees and beginning of summer vacation.*

SEPTEMBER 28, WEDNESDAY.—*Registration Day.*

SEPTEMBER 29, THURSDAY.—*College year begins.*

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CORPORATION

PATRON

Woodrow Wilson, President of the United States

PRESIDENT

Percival Hall, M. A., Litt. D.

SECRETARY

Ulysses G. B. Pierce, D. D.

TREASURER

H. Ralph Burton

DIRECTORS

Atlee Pomerene, Senator from Ohio
John E. Raker, Representative from California
S. G. Porter, Representative from Pennsylvania
Representing the Congress of the United States
Theodore W. Noyes, of the District of Columbia
John B. Wight, of New York
Charles Herbert Stockton, LL. D., of the District of Columbia
Martin A. Knapp, LL. D., of the District of Columbia
David Jayne Hill, LL. D., of the District of Columbia
Ernest G. Draper, of New York
The President and the Secretary of the Corporation

FACULTY AND OFFICERS OF GALLAUDET COLLEGE

PERCIVAL HALL, M. A., LITT. D.
President and Professor of Applied Mathematics and Pedagogy

EDWARD A. FAY, M. A., PH. D., SC. D., LITT. D.
Emeritus Vice President and Professor of Languages

CHARLES R. ELY, M. A., PH. D.
Vice President and Professor of Natural Science

JOHN B. HOTCHKISS, M. A., LITT. D.
Professor of History and English

HERBERT E. DAY, M. A.
Professor of English and Biology

ISAAC ALLISON, B. S., E. E.
Professor of Mathematics and Engineering

ELIZABETH PEET, B. A.
Professor of Latin and English

VICTOR O. SKYBERG, M. A.
Assistant Professor of Latin and Natural Science

HARLEY D. DRAKE, B. A., M. S.
Assistant Professor of Agriculture

ARTHUR D. BRYANT, B. PH.
Emeritus Instructor in Drawing

FREDERICK H. HUGHES, M. A.
Instructor in Mathematics and Physical Director

IRVING S. FUSFELD, M. A.
Instructor in English and History

CHARLOTTE E. WEISS
Instructor in Drawing and Applied Art; in charge of college women

EDITH M. NELSON, M. A.
Librarian and Instructor in Mathematics

J. Y. JOHNSON
Instructor in Printing

CORNELIA H. RAUCH, B. S.
Instructor in Domestic Science and Gymnastics

LOIS HERRINGTON
Registrar and Secretary to the President

DEPARTMENT OF ARTICULATION AND NORMAL TRAINING

IN CHARGE

PERCIVAL HALL, M. A., LITT. D.

INSTRUCTORS

SARAH H. PORTER, M. A.

GRACE D. COLEMAN, B. A.

ASSISTANTS

Normal Students: CONSTANCE HILDRETH, Drexel Institute, Philadelphia, Pennsylvania.

MABEL WHILDIN, Eastern High School, Baltimore, Maryland.

STUDENTS, 1920-21

SENIOR CLASS

SOPHIE NICHOLSON BOATWRIGHT.....South Carolina
Kendall School

JOSEPH WILLIAM BOUCHARD *c*.....Connecticut
American School for the Deaf

BLUME COHEN.....Massachusetts
American School for the Deaf

CHARLES R. DOBBINS.....New Jersey
Kendall School

DORIS EMMA FRANCIS.....North Dakota
North Dakota School for the Deaf

OSCAR DELFIELD GUIRE, JR.....California
California School for the Deaf

EDWARD WESLEY HARMON.....Pennsylvania
Western Pennsylvania Institution for the Deaf

GEORGE GORDON KANNAPELL.....Kentucky
Kentucky School for the Deaf

FLORENCE WATERMON LEWIS.....Connecticut
American School for the Deaf

TOM GORDON MATTHEW.....Canada
Colorado School for the Deaf

ESTELLA ELIZABETH MAXWELL.....Nebraska
Nebraska School for the Deaf

WILLIAM FRANCIS MAY.....New York
Xavier High School, New York City

ELIZABETH LUCINDA MOSS *c*.....Maryland
Maryland School for the Deaf

LAWRENCE AUGUST PAXTON *c*.....Kansas
Kansas School for the Deaf

FRANK WALDORF REBAL, JR.....Iowa
Iowa School for the Deaf

ALEX B. ROSEN.....Minnesota
Minnesota School for the Deaf

ISABELLE TONER.....Missouri
Missouri School for the Deaf

JUNIOR CLASS

JULIA CATHERINE DODD *c*.....Oregon
Oregon School for the Deaf

ETTA MAY EARSLEY.....Minnesota
Minnesota School for the Deaf

META CAROLYN HANSMANN *c*.....Wisconsin
Wisconsin School for the Deaf

ARCHIE HAMPTON HARTIN *c*.....South Carolina
South Carolina School for the Deaf

WESLEY LAURITSEN *c*.....Minnesota
Minnesota School for the Deaf

GERTRUDE LEWIS.....New York
Lexington Avenue School for the Deaf

EDWIN ALEXANDER McNEAL *c*.....Washington
Washington School for the Deaf

EARL EDWIN MACZKOWSKI.....Michigan
Michigan School for the Deaf

JOHN MARTY *c*.....Iowa
Iowa School for the Deaf

SARA FRANCES TUCK *c*.....Kentucky
Kentucky School for the Deaf

MAURICE WERNER.....Minnesota
Minnesota School for the Deaf

SOPHOMORE CLASS

EDITH MAY ANDERSON *c*.....Nebraska
Nebraska School for the Deaf

LOUIS H. ARONOVITZ.....Kentucky
Kentucky School for the Deaf

CLARENCE BALDWIN *c*.....Connecticut
American School for the Deaf

HARRY LAWRENCE BAYNES *c*.....Maryland
Maryland School for the Deaf

LENORE MILDRED BIBLE *c*.....Arizona
Colorado School for the Deaf

LADISLAW STEPHEN CHERRY.....Illinois
Illinois School for the Deaf

ELLA BURROUGHS CLARKSON *c*.....South Carolina
Kendall School

JACOB LOUIS COHEN *c*.....Illinois
Wisconsin School for the Deaf

FRED ROWE CONNOR.....Pennsylvania
Western Pennsylvania Institution for the Deaf

AUGUST PETER HERDTFELDER *c*.....New York
New York Institution, Fanwood

ROBERT HARRY KANNAPELL.....Kentucky
Kentucky School for the Deaf

CATHERINE MAGDALENA KILCOYNE *c*.....Nebraska
Nebraska School for the Deaf

LEWIS CLAUDE LA FOUNTAIN.....Ohio
Ohio School for the Deaf

TOIVO A. LINDHOLM.....Minnesota
Minnesota School for the Deaf

PRENTIS CHRISTOPHER LUCADO.....Tennessee
Kendall School

ANSON K. MILLS.....South Dakota
South Dakota School for the Deaf

HELEN CONSTANCE MOSS *c*.....Maryland
Maryland School for the Deaf

JAMES NESTOR ORMAN.....New York
New York Institution, Fanwood

HELEN W. PENCE *c*.....Ohio
Ohio School for the Deaf

BELLA PUSRIN *c*.....New York
Lexington Avenue School for the Deaf

LAURENCE HARRY RANDALL *c*.....Florida
Florida School for the Deaf

SAM BURNY RITTENBERG *c*.....Tennessee
Kendall School

LA REINIE ROPER.....South Carolina
Anderson College

ESTHER GERTRUDE SAUVAGE *c*.....South Carolina
South Carolina School for the Deaf

BERNHARD TEITELBAUM.....Colorado
Colorado School for the Deaf

ROBERT MARTIN WERDIG *c*.....District of Columbia
Kendall School

FRESHMAN CLASS

EDWIN GALLAUDET BENEDICT.....California
California School for the Deaf

JOHN T. BOATWRIGHT *c*.....South Carolina
South Carolina School for the Deaf

SARAH ISABELLE BRADLEY.....South Carolina
South Carolina School for the Deaf

ALMA MYRTLE DALEY.....Maryland
Maryland School for the Deaf

DOROTHY CORINNE DURRANT *c*.....Ohio
Ohio School for the Deaf

FANNIE WEINONA EDWARDS *c*.....South Carolina
South Carolina School for the Deaf

EMMA FRANKE *c*.....Alabama
Alabama School for the Deaf

JOHN FARMER GOTTHELF *c*.....Mississippi
Mississippi Institute for the Deaf

THEODORE WILLIAM GRIFFING.....Oklahoma
Oklahoma School for the Deaf

ELIZABETH ROSE HASSETT.....Pennsylvania
Pennsylvania Institution, Mt. Airy

MINE ELINE JENSEN.....Nebraska
Nebraska School for the Deaf

URIEL CLORAN JONES.....Florida
Florida School for the Deaf

JOHN PATRICK KIRBY.....New York
St. Joseph's Institute, Westchester

MARY KLAITS *c*.....Pennsylvania
Pennsylvania Institution, Mt. Airy

ERNEST GEORGE LANGENBERG.....Wisconsin
Wisconsin School for the Deaf

FRED CLEMENTINE LEE *c*.....Nebraska
Nebraska School for the Deaf

EDWARD EUGENE McCONNELL.....Ohio
Ohio School for the Deaf

HARLAND ALLEN MARKEL *c*.....Pennsylvania
Pennsylvania Institution, Mt. Airy

ANTON JOSEF NETUSIL.....Nebraska
Nebraska School for the Deaf

MARIO LOUIS SANTIN.....Connecticut
American School for the Deaf

CHARLES SCHRAGER.....Pennsylvania
Pennsylvania Institution, Mt. Airy

JOHN QUINCY SEIPP *c*.....Washington
Washington School for the Deaf

ALFRED EUGENE STEPHENS.....Oklahoma
Oklahoma School for the Deaf

ROGER BENJAMIN WILLIAMS.....Ohio
St. Mary's High School, Ohio

LALLA WILSON.....Florida
Florida School for the Deaf

NATHAN ZIMBLE *c*.....Pennsylvania
Pennsylvania Institution, Mt. Airy

SPECIAL STUDENT

NATHAN LAHN *c*.....Kansas
Kendall School

PREPARATORY CLASS

BERTHA JOHANNA ACKERMAN.....North Dakota
North Dakota School for the Deaf

DORIS MARGARETTE BALLANCE.....Kansas
Kansas School for the Deaf

LUCILLE CLARISSA BODDEN.....Wisconsin
Wisconsin School for the Deaf

HELENA EMELIA BUMANN.....Nebraska
Nebraska School for the Deaf

RHODA COHEN.....Massachusetts
American School for the Deaf

HUGH JOHN CUSACK *c*.....Pennsylvania
Pennsylvania Institution, Mt. Airy

HARRY MAYER DANOFSKY.....Massachusetts
American School for the Deaf

IONE CHAPMAN DIBBLE.....Massachusetts
American School for the Deaf

MARY EMILY DOBSON.....Iowa
Iowa School for the Deaf

CHARLES JACOB FALK.....Nebraska
Nebraska School for the Deaf

HERBERT STANLEY FERGASON.....Kansas
Kansas School for the Deaf

HAZEL MARIE FISCHER.....Ohio
Ohio School for the Deaf

GENEVA MARGARET FRITZE.....Iowa
Iowa School for the Deaf

AMANDA CLENORA HALVORSON.....North Dakota
North Dakota School for the Deaf

ANDREW HARRY HANIS *c*.....Kansas
Kansas School for the Deaf

GLENN ROBERT HAWKINS.....Nebraska
Nebraska School for the Deaf

EDWIN HOGAN.....Ohio
Ohio School for the Deaf

MARGARET ELIZABETH JACKSON.....New Jersey
New Jersey School for the Deaf

ALBERT JULIUS KROHN.....Nebraska
Nebraska School for the Deaf

SYDNEY ERELCEL LECLERE.....Louisiana
Louisiana School for the Deaf

LYDIA McNEILL.....Nebraska
Nebraska School for the Deaf

TILLIE DOLORIA MAKOWSKI.....Nebraska
Nebraska School for the Deaf

MILDRED EVANGELINE MARKSTAD.....North Dakota
North Dakota School for the Deaf

GRACE MABEL MASON.....Nebraska
Nebraska School for the Deaf

MARGARET IRENE PEEBLES *c*.....Maryland
Maryland School for the Deaf

JOHN EDMUND PENN.....Virginia
Kendall School

EMMA BERTHA SANDBERG.....Colorado
Colorado School for the Deaf

ELLIOT ADAMS SKINNER.....Massachusetts
American School for the Deaf

MINNIE WALLACE SOWELL *c*.....California
California School for the Deaf

LILLIAN EMMA SPEICH *c*.....Wisconsin
Wisconsin School for the Deaf

KENNETH MORTIMER STEINKE.....Wisconsin
Delavan High School

GEORGE DEWEY STEWART.....Kansas
Kansas School for the Deaf

ADELINE PORTIA SUTTKA *c*.....Kentucky
Kentucky School for the Deaf

ALBION CHARLES TUROSKE *c*.....Pennsylvania
Pennsylvania Institution, Mt. Airy

BENJAMIN EDWARD YAFFEY.....Virginia
Virginia School for the Deaf

SUMMARY

	Men	Women	Total
Senior Class	10	7	17
Junior Class	6	5	11
Sophomore Class	17	7	24
Freshman Class	17	11	28
Special Student	1	0	1
Preparatory Class	14	21	35
Total	65	51	116

NOTES.—Students are listed under schools from which they came to College. The abbreviation *c* means conditioned in study.

HISTORY OF THE COLLEGE

In the year 1862, five years after the establishment of the Columbia Institution for the Deaf, Dr. Edward M. Gallaudet, its superintendent, in his annual report of that year, called the attention of Congress to the importance of providing higher education for the deaf, and to the fact that the peculiar organization of that Institution afforded an opportunity for the foundation within it of a college for the deaf of the United States.

Congress responded favorably to Dr. Gallaudet's suggestion. In April, 1864, an act authorizing the Board of Directors of the Institution "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in colleges" was, after considerable discussion, passed without a dissenting voice in either branch of Congress. Congress showed its further approval of the new departure within the next few years by making a considerable increase in its annual grants for support, by appropriating large sums for the purchase of additional grounds and the erection of new buildings, and by providing that a limited number of students might be admitted to the collegiate department from the several States and Territories free of charge. The number of students thus admitted free was at first ten; the number has been increased by acts of Congress from time to time until now it is one hundred and twenty-five.

The College was publicly inaugurated June 28, 1864, under the name of the National Deaf-Mute College, and Dr. Gallaudet at the same time was inaugurated as its President. He continued to hold the office until September, 1910. The College began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet.

In 1887, in response to an earnest appeal from women for an equal share with men in the advantages of higher education, the doors of the College were opened to young women.

In 1891, a Normal Department for the training of hearing teachers of the deaf was established with the double purpose of raising the standard of teachers in American schools for the deaf and of affording the deaf students of the College increased opportunities for practice in speech and speech-reading.

In 1894, in accordance with a petition from the graduates of the College, its name was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet, the founder of the instruction of the deaf in America, a beautiful bronze statue of whom had been placed in the College grounds by the deaf people of America in 1889.

INSTRUCTION

Religious services of an undenominational character, in which the Faculty and the students participate, are held daily except Saturday.

The courses of instruction and study given in the arts and sciences are set forth in brief on page fifteen.

The system of instruction includes the recitation of assigned subjects; discussions and lectures; work in laboratories and with instruments; courses of reading directed by members of the Faculty, and practice in English composition.

The entire curriculum, including a Preparatory year, embraces a period of five years, each of which is divided into three terms.

Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering College.

The Library of Congress and the collections of the Smithsonian Institution, the National Museum, the Corcoran Art Gallery, and other collections of the National Capital, open to the public, are of inestimable value to the students of the College.

SYNOPSIS OF COURSE OF STUDY, 1920-21

	First Term	*Second Term*	*Third Term*
PREPARATORY YEAR	Plane Geom. (3 hours) Advanced Algebra (2)	Plane Geom. (3 hours) Advanced Algebra (2)	Plane Geometry
	Latin	Latin	Latin
	English Comp. (3) Ancient History (2)	English Comp. (3) Ancient History (2)	English Comp. (3) Ancient History (2)
	Use of Library (1) Drawing (2)	Drawing (2)	Drawing (2)
FRESHMAN YEAR	Plane Trigonometry (3) Solid Geometry (2)	Plane Trigonometry (3) Solid Geometry (2)	Mechanics
	Cæsar	Cæsar	Cicero
	English Comp. (2) Mediæval History (3)	English Comp. (2) Mediæval History (3)	English Comp. (2) Modern History (3)
	Business Methods (2) Drawing (2)	Business Methods (2) Drawing (2)	Drawing (2), Right Living (2), *or* Plane Surveying (4)
SOPHOMORE YEAR	Physics	Physics	Botany
	Chemistry	Chemistry	Qualitative Analysis
	English Comp. (1) Rhetoric (3) Public Speaking (1)	English Comp. (1) English Literature (3) Public Speaking (1)	English Comp. (1) English Literature (3) Public Speaking (1)
	Agriculture, Library Management, *or* Domestic Art (2)	Agriculture, Library Management, *or* Domestic Art (2)	Agriculture, Library Management, *or* Domestic Art (2)
JUNIOR YEAR	French	French	French
	Physiology	Zoology	Political History of the United States
	Philology	English Literature	Ethics and Political Economy or Electricity
	Chemistry, *or* Agriculture, Domestic Art, *or* Library Management (2)	Chemistry, *or* Agriculture, Domestic Art, *or* Library Management (2)	Chemistry, *or* Agriculture, Domestic Art, *or* Library Management (2)
SENIOR YEAR	French	French	French
	Commercial Law	Astronomy	Mineralogy and Geology
	Logic	Civil Government and International Law	Psychology

NORMAL COURSE

A course in the science and art of instructing the deaf is afforded to a limited number of hearing young men and women who wish to become teachers of the deaf. Candidates for this course are expected to be graduates of colleges of good standing.

COURSE OF INSTRUCTION

FIRST TERM

The language of signs; the use of the manual alphabet—five hours weekly. Mr. ROBERTS.

Speech-teaching, voice-training, visible speech—five hours weekly. Miss COLEMAN.

Observation and practice in speech classes—aggregating ten hours weekly. Notebooks giving details required.

Lectures on the manual alphabet; the classification of the deaf; the ear; the throat and voice; the history of the education of the deaf in America; child-study—aggregating two hours weekly. Miss PORTER.

Topics for study and written report: Causes of deafness; number of the deaf; occupations of the deaf, etc.—one topic each week.

English—The student's ability to use good English is judged by work done in observation notes, topics for study, and written report, and in the writing of theses—aggregating three hours weekly.

Drawing—one hour weekly. Miss WAFTER.

Supervision, discipline, and direction of outdoor activities—aggregating six hours weekly.

Theses—History of the Education of the Deaf; General History of Education; Life of Thomas Hopkins Gallaudet.

SECOND TERM

Instruction in finger-spelling and signs, as in the first term. Mr. ROBERTS.

THE GALLAUDET STATUE
(Thomas Hopkins Gallaudet and Alice Cogswell)

Practice in speech-teaching—five hours weekly. Miss COLEMAN.

Observation and practice in manual and speech classes—aggregating ten hours weekly.

Lectures on aural development, musical vibratory massage.

Lectures on pedagogy, psychology, and principles of teaching with special reference to the needs of the deaf—aggregating eight hours weekly. Miss PORTER.

Topics for study and written report: Physical training; the schoolroom; school records, etc.—one topic each week.

English, as in first term—aggregating three hours weekly.

Drawing—one hour weekly. Miss WAFTER.

Supervision, discipline, and direction of outdoor activities, as in first term—aggregating six hours weekly.

Chapel services conducted and lectures delivered by students on assignment.

Theses on subjects chosen during the term.

THIRD TERM

Instruction in signs and spelling as in first and second terms. Mr. ROBERTS.

Practice in speech-teaching—five hours weekly. Miss COLEMAN.

Observation and practice in classes in geography, history, arithmetic and language—twelve hours weekly.

Lesson planning and practice teaching under supervision and criticism—eight hours weekly.

Lectures on child-study, methods of instruction in language, arithmetic, geography, and history—an aggregate of two hours weekly. Miss PORTER.

Topics for study and written report: Textbooks; marks; examinations; outdoor work; etc.—one topic each week.

English, as in first and second terms—aggregating three hours weekly.

Drawing—one hour weekly. Miss WAFTER.

Supervision, discipline, and direction of outdoor activities, as in first and second terms—aggregating six hours weekly.

Chapel services conducted and lectures delivered by students on assignment.

Thesis on the teaching of some special subject, such as arithmetic or language.

Some of the books of reference used are: Page on Teaching, by W. H. Payne, published by the American Book Company; Mottoes and Snider's Life of Froebel, Sigma Publishing Company, Chicago; Bell's Visible Speech in Twelve Lessons, Volta Bureau, Washington, D. C.; Guttman's Voice Training, published by E. S. Werner, 48 University Place, New York; Arnold's Teachers' Manual, Hazell, Watson and Viney, London; Reports of the Convention of the American Instructors of the Deaf; the American Annals of the Deaf.

Observation and practice work are carried on in the Kendall School, the primary and grammar department of the Institution.

After three months' instruction the Normal students are required to assist in speech-teaching in the College as well as in the School.

Throughout the year they live with the College students, are subject to practically the same rules, and take an active part in all the social life of the Institution.

The members of the class assist in supervising the pupils of the Kendall School. They also help conduct chapel exercises in the school during the second and third terms.

Students are graded in all the assigned subjects, and in addition are given ratings in teaching skill, discipline, punctuality, attention, spirit, personality, and general efficiency. Those not making satisfactory progress, or who are not found adapted to school work, will be discouraged from continuing the course.

Full and confidential information as to Normal students will be given to school authorities looking for teachers.

The Institution seeks to recommend candidates best suited to fill vacancies, and not to send out general letters of recommendation.

The aim of the department is to equip well-educated young men and women with such knowledge not only of teaching, but of the deaf themselves, that they may be able to do intelligent work at once in the various schools of the country.

GENERAL INFORMATION

REQUIREMENTS FOR ADMISSION

Applicants for admission to the Preparatory Class are required to be able to express their thoughts in connected English, and to comprehend the language of the ordinary textbooks of the common schools. A command of English to this extent is essential to the saitsfactory and successful prosecution of the studies of this class. Pupils born deaf, or deaf from early infancy, who have acquired this ability and are also well grounded in the elementary studies of the public schools, may be encouraged to seek the privileges of the College. In the case of pupils who retain a fair command of language after becoming deaf, the danger of superficial preparation in the rudiments of the elementary studies is very great. Such pupils should be made acquainted with the real state of affairs, and should not be recommended for admission to the Preparatory Class without full training in the elementary branches. In all cases thorough familiarity with arithmetic is insisted upon.

For a unit course three hours will be allowed for the examination. One and one-half hours will be allowed for the examination in a half-unit course.

The definition of a unit course is: *A course of study covering a school year, with five class periods of at least forty-five minutes each per week.* Half this time should be given to half-unit courses.

Applicants may seek entrance by either of two methods, as follows:

FIRST METHOD OF ADMISSION

They may take examinations in *all* prescribed subjects, under proper supervision, at their respective schools or homes, or they may take the same at the College.

Candidates for the Preparatory Class will be examined in the subjects stated below.

English.—Two Units

Embracing Grammar, Composition, and Reading.

A—Grammar.—One-half unit

(I) The pupil should be able to recognize the different parts of speech.

1. Nouns.—Common; proper; abstract; collective; verbal.
2. Verbs.—Regular; irregular; transitive; intransitive; auxiliary; copulative; defective; impersonal.
3. Adjectives.—Descriptive; pronominal; proper; the articles.
4. Adverbs.—Time; place; manner; degree.
5. Pronouns.—Personal; relative; interrogative; adjective.
6. Conjunctions.—Coördinate; subordinate; correlative.
7. Prepositions.
8. Interjections.

(II) The pupil should be able to analyze any sentence of reasonable difficulty into subject; verb; complement; modifying elements, as:

The lame boy lives in Boston.

This is a simple sentence. The complete subject is THE LAME BOY. The complete predicate is LIVES IN BOSTON. The simple subject is the noun BOY. The simple predicate is LIVES. BOY is modified by the adjective word modifiers THE and LAME. LIVES is modified by the adverbial phrase modifier IN BOSTON.

(III) The pupil should be able to recognize simple and compound subjects; simple and compound predicates; simple and compound complements.

(IV) The pupil should be able to recognize word modifiers; phrase modifiers; clause modifiers.

(V) The pupil should be able to recognize simple sentences; complex sentences; compound sentences; compound-complex sentences.

(VI) The pupil should be able to construct, according to named specifications, grammatically correct sentences, involving the parts of speech; the subject; the predicate; the complement; word modifiers; phrase modifiers; clause modifiers.

B—Composition.—One unit

(One-half hour allowed for Capitalization and Punctuation; two and one-half hours for General Composition.)

Sophia Fowler Hall (Women's Dormitory)

CAPITALIZATION.—

The use of capital letters, as follows:

1. At the beginning of sentences.
2. At the beginning of direct quotations.
3. At the beginning of lines of poetry.
4. Initials.
5. Proper names.
6. Names attached to a person's name.
7. Names of days and months.
8. Names referring to the Deity.
9. Names of business firms.
10. Names of things personified.
11. Titles of books and stories.
12. "O" and "I" standing alone.

PUNCTUATION.—

The use of the comma.

1. After names of persons addressed.
2. To separate parts in a letter heading.
3. The ordinary use of the comma in the sentence.

The use of the apostrophe.

1. In possessives.
2. In contractions.

The use of the hyphen.

1. In uniting parts of compound words.
2. In the separation of syllables at the end of the line.

The use of the period.

1. At the end of a declarative sentence.
2. After abbreviations.

The ordinary use of quotation marks.

GENERAL COMPOSITION.—

(I) The pupil should be able to write a clear, concise sentence, correct in capitalization, in punctuation, and in spelling. The use of the short sentence should be emphasized. The pupil should be taught to place his modifiers as near as possible to the words they modify.

(II) The pupil should be able to write questions upon a paragraph or a theme. He should be taught to write and to answer questions that cannot be answered by "Yes" and "No."

(III) The pupil should know the meaning and the use of the more common idioms. (*See* English Phrases and Idioms, J. L. Smith.)

(IV) The pupil should be required to commit passages to memory, and to reproduce them in writing, paying attention to punctuation and capitalization.

(V) The pupil should be able to expand a simple sentence to a complex sentence, as follows:

(Simple) Men of talent succeed.
(Complex) Men, who are talented, succeed.
(Simple) John spoke thoughtlessly.
(Complex) John spoke before he thought.
(Simple) I am glad of your good fortune.
(Complex) I am glad that good fortune has come to you.

(VI) The pupil should be able to contract a complex sentence to a simple sentence, as follows:

(Complex) Boys, who are idle, do not get rich.
(Simple) Idle boys do not get rich.
(Complex) I am glad that you have succeeded.
(Simple) I am glad of your success.

(VII) The pupil should be able to expand a word modifier to a phrase modifier.

The *mountain* sides are covered with snow.
The sides *of the mountain* are covered with snow.

(VIII) The pupil should be able to expand a word modifier to a clause modifier.

I admire a *warm-hearted* person.
I admire a person *who is warm-hearted.*

(IX) The pupil should be able to write any of the following:

1. Friendly letters.
2. Notes of invitation.
3. Refusals and acceptances of invitations.
4. Simple business letters.
5. Applications for a position.
6. Advertisements. Answers to advertisements.
7. Lost and found notices.
8. Telegrams.

(X) The pupil should be able to write a paragraph of several sentences, following the principles of unity, coherence, and emphasis.

(XI) The pupil should be able to state the main thought in a paragraph.

(XII) The pupil should be able to develop a paragraph, the topic sentence being given.

(XIII) The pupil should be able to write a theme of several paragraphs, following the principles of unity, coherence, and emphasis.

(XIV) The pupil should be able to write a short story; a brief description of a person, a place, or a thing; an explanation.

C—READING.—ONE-HALF UNIT

The purpose of the course in Reading is to broaden the mind of the pupil; to stimulate his imagination; to widen his sympathies; to familiarize him with the meaning of the more common idiomatic expressions; to enlarge his vocabulary; and generally to widen and vary his powers of expression.

This end can be attained effectively only by exciting the interest of the young reader to such a degree that his reading will be voluntary. To do this it is suggested that, before any set examination into the reader's acquaintance with the subject-matter of the book, or of his comprehension of its vocabulary and idiomatic expressions, he be engaged in an informal chat about the book, its incidents and characters. If such chat be conducted in sympathetic vein, perhaps with real or simulated boyish enthusiasm and enjoyment on the part of the instructor, it will draw out naturally and unobtrusively from the young reader that portion of the story which he has fully or partially grasped, and indicate where he has failed. A little ambushed questioning and comment will set him right where he has misunderstood, without openly convincing him of ignorance or stupidity. In fact, such questioning and comment is most successful when it is suggestive rather than mandatory, and leaves the reader with the solacing impression that he has discovered and rectified his own misunderstandings.

It is suggested also that the interest of the reader may be further aroused, if in these informal conversations the instructor succeeds in establishing some sympathetic bond between the reader and the characters of the book. Some simple coincidence may serve: the name of one of the characters may be like that of the reader, or like that of some one with whom the reader is familiar; some experience of the reader, or some circumstance of his home life, or of his thoughts, may be reproduced in the book; and, if he can be led to discover it—to discover himself

therein, as it were—he will respond happily with an absorbing interest. Yes, an interest that will absorb words, phrases, idioms —everything.

These informal conversations should be repeated at intervals during the reading of the book.

In the more formal examination into the results of the pupil's reading, he should be questioned about the characters and incidents of the book. He should be required to pick out and explain idiomatic expressions; to give synonyms and antonyms for words in the text; to write imaginary conversations between characters in the books; to metaphrase sentences from the text; and to write compositions descriptive of people and places in the readings.

The course in Reading will cover the following branches of literature:

1921

Fiction.—Robinson Crusoe, DeFoe; in *Tales for Children from Many Lands,* Dutton and Company.

Poetry.—The Song of Hiawatha, Longfellow; *Nos. 13 and 14,* in one volume, *Riverside Literature Series,* Houghton Mifflin Company.

Animal Life.—Ruggylug, Silver Spot, Lobo; *Wild Animals I Have Known* (Seton-Thompson), C. Scribners' Sons.

Biography.—The Story of Napoleon, Marshall; *Children's Hero Series,* E. P. Dutton and Company.

Bible Readings.—The First Murderer, Genesis 4:1-16; The Search for Isaac's Bride, Genesis 24; The Stolen Blessing, Genesis 27; How Joseph Was Sold into Egypt, Genesis 37; *Bible Stories to Read and Tell* (Olcott), Houghton Mifflin Company.

Drama.—A Christmas Carol; *Dickens' Dramatic Reader* (Comstock), Ginn and Company.

Fable.—The Ugly Duckling, Thumbelisa, Anderson; *Tales for Children from Many Lands* (Tinley), Dutton and Company.

Memorizing.—America; The Star Spangled Banner; The Psalm of Life, Longfellow; *School Edition Modern Classics No. 1,* Houghton Mifflin Company.

1922

Fiction.—The Nurnburg Stove, Ouida; in *No. 150, Riverside Literature Series,* Houghton Mifflin Company. The King of the Golden River, Ruskin; *Famous Stories Every Child Should Know,* Mabie, Doubleday, Page and Company.

Poetry.—Evangeline, Longfellow; *Nos. 1, 4, and 30,* in one volume, *Riverside Literature Series,* Houghton Mifflin Company.

Animal Life.—Rab and His Friends, Brown; *Famous Stories Every Child Should Know,* Mabie, Doubleday, Page and Company.

Biography.—*Boys' Life of Lincoln* (Nicolay), Century Publishing Company.

Bible Readings.—Moses in the Ark of Bullrushes, Exodus 1-2; Jeptha's Daughter, Judges 10-11; David and Goliath, 1 Samuel 9:10-17; *Bible Stories to Read and Tell* (Olcott), Houghton Mifflin Company.

Drama.—The Cricket on the Hearth; *Dickens' Dramatic Reader* (Comstock), Ginn and Company.

Fable.—The Little Match Girl; The Steadfast Tin Soldier; The Wild Swans, Anderson; from The Ugly Duckling, in *Tales for Children from Many Lands,* Dutton and Company.

Memorizing.—Love of Country, Scott; *Standard Classic Reader, Book III,* Educational Publishing Company. America; The Star Spangled Banner; The Twenty-third Psalm.

1923

Fiction.—As You Like It, from Lamb's Tales from Shakespeare; The Man Without a Country, Hale; *Stories Every Child Should Know,* Mabie, Doubleday, Page and Company.

Poetry.—The Courtship of Miles Standish, Longfellow; *Riverside Literature Series,* Houghton Mifflin Company.

Animal Life.—Bingo; The Springfield Fox; Redruff; from *Wild Animals I Have Known* (Seton-Thompson), C. Scribners' Sons.

Biography.—*The Making of an American* (Riis), Macmillan Company.

Bible Readings.—The Fiery Furnace, Daniel 1-3; Belshazzar's Feast, Daniel 5; Daniel in the Lion's Den, Daniel 6; *Bible Stories to Read and Tell* (Olcott), Houghton Mifflin Company.

Drama.—Scenes from Nicholas Nickleby; from *Dickens' Dramatic Reader* (Comstock), Ginn and Company.

Fable.—Ali Baba and the Forty Thieves; Arabian Nights; Cinderella; *Riverside Literature Series, Nos. 117 and 118,* in one volume, Houghton Mifflin Company.

Memorizing.—America; The Star Spangled Banner; Home, Sweet Home; Lincoln's Gettysburg Address; *Riverside Literature Series,* Houghton Mifflin Company.

Mathematics.—One and One-half Units

A—Arithmetic.—One-half Unit

Stress is laid on the rapid, accurate, and neat solution of arithmetical examples, especially those coming under the four fundamental rules—analysis, decimal and common fractions, square root, percentage and simple proportion. Too much time spent on compound numbers, interest, discount, exchange, averages,

cube root, and compound proportion is to be avoided. Arithmetic should teach students to cipher, not to memorize rules or prove theorems; but in the case of the deaf it is very important to cultivate the ability to construe the language of arithmetical problems. The examination questions will be made practical rather than technical or abstruse.

B—ELEMENTARY ALGEBRA, TO SIMPLE QUADRATICS.—ONE UNIT

The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root and of the cube root of polynomials and of numbers; exponents, including fractional and negative.

Wentworth's New School Algebra (pp. 1–261), Ginn and Company, is suggested as a textbook.

Special emphasis should be given to the statement of problems as equations; a logical solution with explanation of each step should be required.

History.—Two Units

A—ENGLISH HISTORY.—ONE UNIT

Candidates for examination in this subject should have a good command of English, sufficient to express their ideas clearly. They should have a general knowledge of the leading facts of English History, together with the causes which led to the events narrated and the results which came therefrom; also of the geography involved.

Mere memory work should be discouraged. Students should be trained to think and reason for themselves.

The textbook recommended is Montgomerey's Leading Facts of English History (Ginn and Company), Revised Edition.

Teachers are referred to "The Study of History in Schools, a Report to the American Historical Association by the Committee of Seven," published by the Macmillan Company.

B—AMERICAN HISTORY.—ONE UNIT

The examination in American History will be so framed as to require comparison and the use of judgment on the pupil's part rather than the mere use of memory.

Instead of attempting to fix in mind large numbers of dates and isolated statements, the pupil should endeavor to gain a clear idea of the great facts, forces, and sentiments that have shaped our national progress. A good general knowledge of the essential facts and features of American History will be expected. The pupil should also know something of the origin, principles, forms, powers, and practices of the local, state, and national governments.

The examination will presuppose the use of good textbooks, some collateral reading, and much practice in written work. The relation of the geography of the country to its history should be emphasized.

Montgomerey's Leading Facts of American History (Ginn and Company) or Hart's Essentials of American History (American Book Company) will indicate the kind and amount of work sought. Channing's Short History (The Macmillan Company) may be used, with the understanding that considerable outside reading must be done in connection with a thorough study of the textbook.

Science

ELEMENTARY PHYSICS.—ONE-HALF UNIT

It is recommended that the preparation of the candidate in Elementary Physics include:

1. A knowledge of the metric system.
2. The study of a textbook. The First Book of Physics, by J. A. Culler (J. B. Lippincott and Company, Philadelphia) is recommended.
3. The use of varied numerical problems, illustrative of the most important facts and laws in elementary physics.
4. Laboratory work, comprising at least twenty-five exercises illustrative of the principles of Mechanics; Hydrostatics; Heat; Light; Electricity and Magnetism.

The time limit for taking entrance examinations for the Preparatory Class will be two years. The days of examination are given below.

It is recommended that candidates offer arithmetic, elementary physics, and English history the first year.

The number of days allowed each year for examination shall be three, but the number of hours allotted to each subject shall not exceed three for full subjects nor one and one-half for half subjects.

Summary of Requirements

Subject	*Time allowed for examination.*
English:	
Composition	3 hours
Reading	1½ hours
Grammar	1½ hours
Mathematics:	
Arithmetic	1½ hours
Algebra	3 hours
History:	
English	3 hours
American	3 hours
Science:	
Elementary Physics	1½ hours

The examinations are to be held *without exception on the three successive days beginning the last Wednesday in May,* and all papers are to be sent *on the following Saturday* to President Percival Hall, Kendall Green, Washington, D. C.

The *original work* of candidates, which should be in such form as to be read easily by the examiner, must in all cases be forwarded to the College.

All other papers written upon by the candidates during the examination should also be sent. The time limit in any subject must not be exceeded; therefore, useless copying should be avoided.

Those in charge of the preparation of candidates for admission to the Preparatory Class are referred to the "Report of the Committee of the Convention on a Course of Study" for valuable suggestions in regard to all subjects for admission except Algebra. This report is now out of print, but may be found in the *American Annals of the Deaf,* volume lii, pages 409-467.

Application for Papers

Question papers will be furnished on the application of any principal or superintendent of an institution or school for the deaf. Such principals or superintendents are requested to write for examination papers *not later than the first week in May,* in each year.

Testimonials of good moral character are required of each applicant for admission; also a physical examination.

All applications for admission should be addressed to the President.

SECOND METHOD OF ADMISSION

1. Students may be admitted to the Preparatory Class upon certificate from approved schools that the prescribed requirements in Arithmetic, English History, American History, and Elementary Physics have been fully met, and upon passing tests by the College Faculty in Algebra, Composition, Reading, and Grammar.

Regular blanks for the formal certification of all candidates for admission under this plan will be furnished the schools, and should contain ratings, on a scale of 10, of work done in the subjects certified.

Examination questions in Algebra, Composition, Reading, and Grammar will be forwarded in May, as hitherto, to the schools having candidates. After the examination papers in these subjects have been read by the College Faculty, and certificates concerning the other subjects have been received, the schools will be informed as to the probability of the candidates being admitted to the class.

At the beginning of the term in September, examinations will be held at the College in any of the subjects that have not been duly certified and in subjects in which candidates are conditioned.

2. Schools from which students have been admitted to the Preparatory or Freshman Classes within the past five years, who have pursued their studies in the College successfully for a year or more, are now placed on the list of Approved Schools. Other schools may be added to the list in the future on evidence

that they have courses of study preparing pupils fully for the Preparatory Class. The following is the present list of

Approved Schools

Alabama School
American School
Arkansas Institute
California School
Colorado School
Florida School
Gallaudet School
Georgia School
Idaho School
Illinois School
Institution for Improved Instruction, New York
Iowa School
Kansas School
Kendall School
Kentucky School
Maine School
Maryland School
Michigan School
Minnesota School
Mississippi Institute
Missouri School
Montana School
Nebraska School
New York Institution
North Carolina School
North Dakota School
Ohio School
Oklahoma School
Oregon School
Pennsylvania Institution
St. Joseph's Institute, New York
South Carolina School
South Dakota School
Tennessee School
Texas School
Utah School
Washington State School
West Virginia School
Western Pennsylvania Institution
Wisconsin School
Wright Oral School

Admission to Advanced Standing

Candidates for admission to the Freshman Class, or to advanced standing, may obtain requirements upon application.

Expenses

The charge for board, lodging, laundry, and tuition is $400 for the academic year. Congress, however, makes provision for the free admission of residents of the District of Columbia and for a limited number from the States and Territories. The above sum does not include traveling expenses, books, clothing, and other personal and incidental expenses, subscriptions to societies, extraordinary medical or surgical services, etc. A deposit of $3 is required of each student, returnable at the end of the course, less unreasonable wear on College property. The

average cost of books is about $15 per year. Estimates as to the amounts needed to meet the other demands cited above would vary with the tastes of the individual and the distance to his home. But students should come provided with at least $25 at the beginning of the year and have about $75 more to draw upon besides what is necessary for carfare, main clothing supply, and tuition.

Students have opportunities to earn part of their expenses by labor upon the College buildings and grounds or about the residences of instructors, or on the farm, or in the city during leisure hours. Various opportunities of earning money are also open to the women students.

College Exercises and Study Hours

Students are expected to attend Chapel exercises, to be present at all recitations of their respective classes, and to attend such other exercises as may be announced by the Faculty from time to time.

Chapel exercises are held each week-day at 9 a. m., except on Saturday. On Sunday they are held at 9 a. m. and at 5 p. m.

Study hours are from 8 to 9 and from 9:15 to 12:15 p. m., from 1:15 to 3:15 and from 7:30 to 10 p. m. on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, except that on Fridays the evening study hours are omitted; and from 8:15 to 11:15 a. m. on Saturdays. During these periods students are expected to be engaged in recitations or in study.

Preparatory and Freshman students and students reported as having a monthly average below 7.5 in daily recitations in any study are required to observe evening study hours in their own rooms, and these rooms may be visited at intervals by some member of the Faculty.

Clothing

Clothing is laundered by the institution and should all be plainly marked. Bed linen is furnished by the institution, but a sufficient number of both bath and hand towels must be supplied by each student.

Physical Training

Systematic physical training, under the direction of instructors in well-equipped gymnasiums, is required of all students throughout the course. But students while in training with the football, track, baseball, basketball, or wrestling squads, may be excused from other physical training. Open-air exercise, usually tennis, is required of all the young women of the College.

Special gymnasium suits are used by the young men and the young women. New students should order suits through the gymnasium teachers directly upon their arrival at College. Students are given a careful physical examination on admission, and special suitable exercise is prescribed when necessary.

Parents desiring students not to engage in football should notify the President.

All students should be vaccinated against smallpox and typhoid before entering College.

Student Societies

The Kappa Gamma is a secret society of young men. Four of the Faculty of the College are also members. The society exercises a certain influence upon scholarship by its rule that it will not admit to membership a student conditioned in more than one study.

The Literary Society admits all men students to membership. It affords an opportunity for practice in public debate, declamation, etc. The public is invited to all meetings except business meetings.

The women students have a society which is partly secret and partly literary and dramatic in character. Once a year it holds an open meeting to which the public is invited.

The Saturday Night Dramatic Club of the young men and the Jollity Club of the young women each give one or two public entertainments during the year.

The young men of the College maintain a branch of the Young Men's Christian Association.

The women students support an influential branch of the Young Women's Christian Association.

Advisers

At the time of his entrance into College each student is assigned to some one member of the Faculty, who acts as his Adviser throughout his College course. It is hoped that each student will feel free to consult his Adviser as he would a parent or elder brother.

Information

In the case of students deficient in scholarship, notices will be sent to their parents or guardians after the close of each term. When serious discipline for misconduct is given, parents will be at once informed of the fact. Information as to the progress of students will be furnished parents at any time upon request. All applications for information or for admission should be addressed to the President of the College, Kendall Green, Washington, D. C.

Examinations

At the close of each term there are written examinations in all the studies of the term.

A record is kept by the Faculty, which shows the standing in study of each student for every term, as determined from the recitations and the examinations, both being graded on a scale of 10. A student whose combined mark falls below 7 in any subject, or whose mark in examination falls below 6.5, is conditioned. The condition may be removed by obtaining a mark of 7 upon the first reëxamination, or a mark of 7.5 upon the second reëxamination.

Degrees

The corporation is authorized by an act of Congress to confer "such degrees in the arts and sciences as are usually granted in colleges."

The degrees of Bachelor of Arts and Bachelor of Science are conferred upon students completing the academic course at Gallaudet College. These degrees are considered of equal value.

Every candidate for the degree of Bachelor of Arts or Bachelor of Science must have completed at least 246 hours of undergraduate work as specified in the catalogue, or its equivalent, in addition to the physical exercise required. At least 135 hours of this work must have been done at Gallaudet College. (An hour means a recitation period of one hour a day, five days in the week, for one term, there being three terms to the year.)

Two hours of laboratory work are considered the equivalent of a one-hour recitation. Courses not requiring textbook study before the recitation will be reckoned on the time basis of laboratory work.

Before being presented for any degree, a student must have completed the required work, or its equivalent, of the Preparatory, the Freshman, the Sophomore, the Junior, and the first two terms of the Senior year.

No student who is delinquent in his College dues may receive a degree.

The master's degree in course will be conferred on graduates of not less than three years' standing who shall furnish the Faculty with satisfactory evidence of their having made substantial progress in science, philosophy, literature, or the liberal arts since their graduation. Application for this degree should be made to the President of the College in writing. The present Committee on Graduate Degrees is composed of Dr. Fay, Dr. Hotchkiss, and Professor Day.

The degree of Bachelor of Pedagogy is also conferred on graduates of the Normal Department who have previously received the bachelor's degree from an approved college.

SPECIMENS OF EXAMINATION PAPERS FOR ADMISSION TO THE PREPARATORY CLASS

Arithmetic

Time allowed: One and one-half hours.

1. How much is 1920—1492 added to 52+365?
2. What is the L. C. M. of 7, 63, 21, 39, 27?
3. How much is one-half of one-half of one-half of eight?
4. Add $\frac{1}{13}$ to $\frac{7}{39}$ and subtract $\frac{3}{8}$.
5. Find the value of $7\frac{2}{9}+5\frac{5}{7}-3\frac{17}{21}+6$.

6. Reduce to decimals: ¼ ; ⅛; 1/12; ⅕; 1/10.

7. If a bolt of cloth weighs 36 lbs. and contains 40 per cent wool, how many pounds of wool does it contain.

8. If the product of two numbers is 364 and one of them is 52, how much is eight times the other number?

9. A man with a team plows three acres in one day. Another man with a tractor plows three acres in one-third of that time. How long will it take them to plow sixty acres, both working together?

10. A man has a $1500 mortgage on his farm which bears interest at 5 per cent per annum, and a second mortgage of $900 bearing 7½ per cent interest. If he sold 250 bushels of wheat at $2.12 per bushel and paid one year's interest on both mortgages, how much money would he have left?

Algebra

Time allowed: Three hours.

1. Simplify and collect like terms:
   (*a*) $2x-[y-(x-2y)]$
   (*b*) $3a-\{2b-[5c-(3a+b)]\}$
2. Divide
   $22a^2b^2+15b^4+3a^4-10a^3b-22ab^3$ by a^2+3b^2-2ab
3. Write, by inspection, the square of
   (*a*) $x+2y$
   (*b*) $3a-b$
4. Resolve into factors:
   (*a*) $ac+ad+bc+bd$
   (*b*) $4x^2-12ax+9a^2$
5. Reduce to a fraction:
   (*a*) $\dfrac{x-3}{x-4}+x-5$
   (*b*) $a-b-\dfrac{a^2-ab-b^2}{a+b}$
6. Solve:
   $$2-\frac{7x-1}{6}=3x-\frac{19x-3}{4}$$
7. Solve:
   $$\left.\begin{aligned}6x-13y&=2\\5x-12y&=4\end{aligned}\right\}$$

8. Solve:

$$\left.\begin{aligned} \frac{3}{x}+\frac{8}{y}&=3 \\ \frac{15}{x}-\frac{4}{y}&=4 \end{aligned}\right\}$$

9. The sum of two numbers is 35; and their difference exceeds one-fifth of the smaller number by two. Find the numbers.

10. A man spends $114 buying calves at $5 each and pigs at $3 each. How many of each might he buy?

History of the United States

Time allowed: Three hours.

1. Name the thirteen original colonies, and tell by whom each was settled.

2. What were the principal causes of the Revolution?

3. By whom was the Constitution of the United States written? When was it formally adopted?

4. What were the principal causes of the War of 1812? Of the Civil War? Of the War against Germany?

5. Select five of the following men. Tell for what each was famous.

George Washington	Abraham Lincoln
Thomas Jefferson	Jefferson Davis
Benjamin Franklin	Robert E. Lee
Paul Jones	W. H. Seward
Alexander Hamilton	Cyrus W. Field

6. Describe the various ways in which the territory of the United States has been extended. Give dates.

English History

Time allowed: Three hours.

Group I

Answer *five* questions.

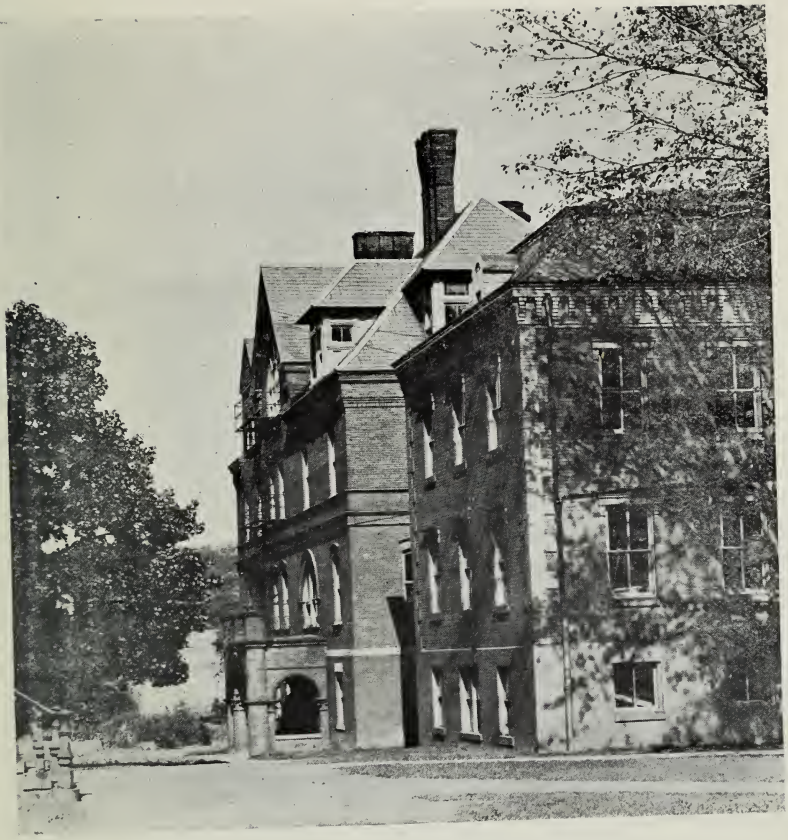
1. What influence did the Anglo-Saxons have upon the history of England?

2. Give a full account of how the Feudal System worked in early English history.

3. Describe a manor or township held by a lord during the Norman Period.

4. Give an account of the dispute between Henry II and Thomas Beckett.

5. What part did England play in carrying on the Crusades? What influence did the Crusades have upon the life of the English people? In what way did Great Britain continue the Crusades in the twentieth century?



Laboratory and Shop

6. What are the important provisions of Magna Carta?

7. (*a*) What were the effects of the Black Death? (*b*) What did Parliament do in an attempt to restore order?

8. Explain briefly *four* of the following:

(*a*) the Druids
(*b*) trial by ordeal
(*c*) early English guilds
(*d*) Domesday Book
(*e*) scutage
(*f*) Simon de Montfort

GROUP II

Answer *five* questions.

9. Tell the story of the work of William Caxton.

10. Explain:

(*a*) The early dealings of Henry VIII with the Roman Catholic Church;
(*b*) How Henry VIII became the founder of the Church of England;
(*c*) What he did with the monasteries.

11. Give an account of the following features of the life of the English people during the Elizabethan Period:

(*a*) Activities on the high seas;
(*b*) Changes in the mode of life of the people;
(*c*) Literature.

12. Explain:

(*a*) How and when the Commonwealth was established;
(*b*) How the Protectorate was set up;
(*c*) Why neither the Commonwealth nor the Protectorate was successful.

13. (*a*) What were the "Rotten Boroughs"? (*b*) What brought them about? (*c*) How was this evil remedied?

14. (*a*) What are the great political parties in England at the present time? Which party or parties does the present prime minister of England represent?
(*b*) What are the aims of the Sinn Feiners?

ELEMENTARY PHYSICS

Time allowed: One and one-half hours.

1. Why is it that we may continue to pump air into an auto tire after it is full?

2. Why does a ship, made entirely of iron, float?

3. Why do we sometimes find water running up out of the ground high up on a hill?

4. (a) Tell all you know about a thermometer. (b) Tell all you know about a barometer.

5. If two boys of unequal weights want to play "see-saw" on a plank, which one should sit the closer to the support to make it balance?

6. If a teapot is filled with cold water and placed on a hot stove it soon runs over. Why?

7. Why can a boy stand still on his feet better than on his head?

8. Why do football captains choose big athletes for the center of the line-up?

9. In standing before a big bonfire, why does a person always feel a draft against his back, no matter which side of the fire he is on?

10. Tell all you know of the difference between ice, water, and steam.

Reading

Time allowed: One and one-half hours.

The Lady of the Lake:

1. Why is the story given this name?

2. Who was the Knight of Snowdoun? Tell how he met "The Lady." Did he know who she was?

3. When the Knight of Snowdoun leaves "The Lady," how does he seem to feel toward her? What makes you think as you do?

4. What does the Minstrel mean when he says to "The Lady," as the knight goes:

> "Loveliest and best! thou little know'st
> The rank, the honors, thou hast lost!
> O! might I live to see thee grace,
> In Scotland's court, thy birthright place;
> To see my favorite's step advance
> The lightest in the courtly dance,
> The cause of every gallant's sigh,
> And leading star of every eye,
> And theme of every minstrel's art,
> The Lady of the Bleeding Heart."

5. Who was Roderick Dhu? Describe the meeting between him and the Knight of Snowdoun, and its result.

Othello:

1. Of what race was Othello? Of what race was Desdemona? Why did Desdemona marry Othello?

2. What did the father of Desdemona do when he heard of her marriage? How did Othello defend himself? What was the result?

3. Who was Iago? Tell how he made trouble between Othello and Desdemona, and the terrible end of it all.

4. What lesson do you think Shakespeare tried to teach by this drama?

The Man Without a Country:

1. Who was the Man? Explain how he came to be "without a country."

2. How, and where was his life passed?

3. How did those in charge of him in his old age regard him?

4. What great pleasure did he have just before he died?

5. From the narrative of this pleasure, and from the description of the decorations of his little prison room, what do you understand as to his feelings toward his country when he died?

The Story of Joseph:

1. Tell who Joseph was, why his brothers hated him, whether any of them tried to save Joseph, and, if so, who it was and why he tried to do it.

2. Tell how the evil act of the brothers dogged them all their lives and made them unhappy.

3. Did Joseph hate his brothers and take revenge? What does he say was the reason that God let them do evil to him?

Aesop's Fables:

Tell three of these fables, and give the moral of each one.

The Landing of the Pilgrim Fathers:

Write out from memory the poem by Mrs. Hemans upon this subject.

Grammar

Time allowed: One and one-half hours.

"It is a little village, of great antiquity, having been founded by some of the Dutch colonists in the early times of the province,.....and there were some of the houses of the original settlers standing within a few years, built of small yellow bricks brought from Holland.

"In that same village, and in one of those very houses there lived, many years since, a simple, good natured fellow, of the name of Rip Van Winkle."—Irving, The Sketch Book.

1. Analyze the above quotation.

2. Pick out each noun in the above quotation. Tell what kind of noun it is.

3. Give the principal parts of each verb in the quotation.

4. Compare each adjective in the quotation.

5. Write a sentence containing an adverbial clause of condition; another, containing an adverbial clause of concession; and a third, containing an adjective clause.

6. Write sentences containing (a) a compound subject, (b) a compound predicate, (c) an adjective modified by an adverb, (d) a clause used as a direct object.

7. In how many ways may the infinitive be used? Illustrate by sentences.

8. Explain the difference between the active and the passive voice. Illustrate by sentences.

9. How many kinds of pronouns are there? Write sentences using each kind.

English Composition

Punctuation and Capitalization

Time allowed: One-half hour.

I. Punctuate and capitalize the following:

a. in todays chicago herald the union pacific railroad advertises reduced rates to yellowstone park

b. listen he said there was a noise outside didnt you hear it no i whispered what do you think it is burglars

c.

1516 south garrison avenue
carthage missouri
may 14 1920

j e pratt general superintendent
the southwest missouri railroad company
1012 north madison street
webb city missouri

dear sir

respectfully yours
howard rolfe

English Composition

Time allowed: Two and one-half hours.

I. Copy the paragraph carefully. Write an answer to each of the following questions.

THE WAR OF THE SPANISH SUCCESSION (1701–1713)

Louis XIV was not content to make France larger and more prominent. He persuaded the childless king of Spain, Charles II, to select Louis' younger grandson, Philip, as his heir. Without delay an alliance of several countries, including England and Austria, was formed against Louis. Each ally wished to maintain the "balance of power," which should keep any one country from becoming too powerful. Led by the brilliant but unstable Duke of Marlborough and by the able Prince Eugene of Savoy, the forces of the allies won a notable victory over the French army at Blenheim near the upper Danube. When the triumphant allies sought to invade France, they were unsuccessful, because of a great chain of fortresses built by a French engineer, Vauban. Their victories, therefore, did them little good.

1. How did Philip, grandson of Louis XIV of France, become king of Spain?

2. How did several European nations try to prevent Philip from becoming king of Spain?

3. What does "balance of power" mean?

4. Explain the meaning of "brilliant but unstable."

5. What was the result of the battle of Blenheim to the allied nations; to France?

6. Name two of the leading nations among the "triumphant allies."

7. What prevented the allies from invading France?

8. Why did the victories of the allies do them but little good?

9. Why do you think that England and Austria headed the alliance against France?

10. Explain the meaning of Blenheim; Danube; Vauban; Spanish Succession.

II. In your own language, rewrite the following paragraph, sentence by sentence.

THE RISE OF METHODISM

The times were ripe for a new religious movement, when, about 1730, a group of pious young college men, nicknamed by their follows the Methodists, set for themselves higher ideals of living and of thinking. By a strong emotional appeal to the hearts of their hearers, by preaching a gospel of deeper faith and better living, they gained in the worst communities a strong hold on the people, especially of the poorer class in seacoast and mining towns. The leader of this great movement was a man of great ability, John Wesley. Repeatedly, Wesley's life was endangered by mobs which tried to prevent his preaching. With rare courage and real skill, he escaped the vengeance of the mob, and by his sincerity made many friends. He was ably assisted by a famous orator, George Whitefield, who swayed large audiences.

III. Change the following compound sentences to complex sentences.

John Smith is in the city but I have not yet seen him.

He did not pass his examinations and he was not admitted to college.

I saw the bear and I shot it.

I have eaten too much and I do not feel well.

I wish to go to college but I have no money.

IV. Change the phrases to dependent clauses.

After seeing the elephant we went home.

It was a low house with a roof of slate.

The river, roaring far below, could be reached by a single plunge.

After eating her dinner, Ellen went to school.

Let us not give up hope of his safety.

V. Change the following to simple sentences.

Everybody heard with astonishment that John Smith had arrived.

When I heard of John's arrival I went to meet him.

Elizabeth's patience was exhausted and she sent an army into Scotland.

I heard the fire alarm and I ran out of the house.

As Ellen had a sweet temper everybody loved her.

VI. Write the story of your life.

VII. Write a description of yourself.

VIII. From the following topic sentence write a paragraph of at least ten sentences.

Topic sentence: I enjoy summer much better than I do winter.

APPENDIX—ALUMNI

All Alumni and ex-students and other friends of the College who can furnish definite information as to present addresses of graduates and former students will confer a great favor by sending such addresses to the office of the President.

OFFICERS OF THE GALLAUDET COLLEGE ALUMNI ASSOCIATION

PRESIDENT

JAMES M. STEWART, '93.....School for the Deaf, Flint, Michigan

FIRST VICE PRESIDENT

MARGARET G. SHERMAN, '13.....210 W. 107th Street, New York City

SECOND VICE PRESIDENT

O. W. UNDERHILL, '08.....School for the Deaf, St. Augustine, Florida

SECRETARY

J. C. HOWARD, '95.....Providence Building, Duluth, Minnesota

TREASURER

CHARLES D. SEATON, '93.....School for the Deaf, Romney, West Virginia

LIVING GRADUATES OF GALLAUDET COLLEGE

Adams, Albert F., B.A., M.A., 1886-1901; 1213 Decatur street, Washington, D.C.
Anderson, Mrs. Effie Weseen, B.A., 1918; Minden, Nebr.
Anderson, Olga M., B.A., 1912; School for the Deaf, Devils Lake, N. Dak.
Anderson, Tom L., B.A., M.A., 1912-1918; 439 N. Tower avenue, Minden, Nebr
Andree, George G. W., B.S., 1902; Tishomingo, Okla.
Andrewjeski, Frank A., B.A., 1916; Akron, Ohio.
Andrewjeski, Mrs. Lilly Gwin, B.A., 1917; Akron, Ohio.
Archibald, Orson H., B.A., 1875; 1312 E. Ohio street, Indianapolis, Ind.
Arras, William H., B.A., 1912; 911 E. Eureka street, Lima, Ohio.
Austin, Henry S., B.Ph., 1918; 30 Girard street northeast; Washington, D. C.

Bailey, George H., B.A., 1911; Woodleaf, N. C.
Barnes, Mrs. Bertha Block, B.A., 1896; 662 W. 184th street, New York, N. Y.
Barnett, Vern, B.Ph., 1920; School for the Deaf, Rome, New York.
Bates, Mrs. Laura McDill, B.A., 1896; The Kenmore, Cleveland, Ohio.
Battiste, Hume LeP., B.A., 1913; Minden, Nebr.
Beadell, William W., B.A., 1891; 159 Midland avenue, Arlington, N. J.
Berg, Albert, B.A., M.A., 1886-1895; 705 First National Bank Building, Chicago, Ill.
Bertram, Mrs. Edna Marshall, B.A., 1906; 219 Elm street, Perrysburg, Ohio.
Bieri, Gottlieb, B.A., 1910; R. F. D. 4, W. S., Saginaw, Mich.
Bingham, Ernest, B.A., 1895; 4325 Gilliat street, Duluth, Mich.
Binkley, Robert E., B.A., 1907; 4179 College avenue, Indianapolis, Ind.
Birck, Mrs. Ruth Knox, B.L., 1914; Akron, Ohio.
Birck, Vernon S., B.A., 1912; Akron, Ohio.
Blanchard, Ora H., B.A., 1912; Box 552, Omaha, Nebr.
Boynton, Mrs. Rebecca Rosentein, B.A., 1914.
Braddock, Guilbert C., B.A., 1918; New York, N. Y.
Braithwaite, John A., B.A., 1901; New Hamburg, Ontario, Canada.
Brookmire, William S., B.S., 1885; 145 Thirteenth street northeast, Washington, D. C.
Brooks, George A., B.S., 1889; Fairview Park, Austin, Texas.
Brown, George C., B.A., 1905; 2744 The Alameda, Baltimore, Md.
Bryant, Arthur D., B.Ph., 1880; 322 E. Capitol street, Washington, D. C.
Bumgardner, Joseph B., B.A., 1899; Box 41, Santa Fe, N. Mex.
Burns, Robey, B.A., 1919; 35 Ringold street, Freeport, Ill.
Butterbaugh, Vern L., B.A., 1915; 617 E. Broadway, Iola, Kans.
Byrne, Luverne S., B.A., 1912; Clayton, N. Mex.

Cadwell, Philip, B.A., 1910; 2733 Pleasant avenue, Minneapolis, Minn.
Cameron, Duncan A., B.A., 1904; School for the Deaf, Delavan, Wis.
Campbell, Murray, B.A., 1902.
Carpenter, Roy C., B.A., 1902; Stratton Park, Colorado Springs, Colo.
Carrell, Owen G., B.A., M.A., 1900-1904; School for the Deaf, Olathe, Kans.
Ceresi, Mrs. Frances Rumsey, B.Ph., 1916; 506 E. Munroe street, Sandusky, Ohio.
Charles, Clarence W., B.A., 1889; 472 S. Ohio avenue, Columbus, Ohio.
Clark, Charles L., B.S., 1906; 719 Madison avenue, Scranton, Pa.
Clark, John H., B.S., 1902; Panguitch, Utah.
Classen, Arthur B., B.Ph., 1916; 1666 Malasia avenue, Akron, Ohio.
Cleary, Edward P., B.A., 1887; 212 Sandusky street, Jacksonville, Ill.
Clesson, J. Clarence, B.Ph., 1913; American Beet Sugar Company, Rocky Ford, Colo.
Cloud, James Henry, B.A., M.A., 1886-1889, Hon. D.D., 1914; 2606 Virginia avenue, St. Louis, Mo.

Coates, Mrs. Mary Loveall, B.A., 1918; Akron, Ohio.
Coleman, Thomas H., B.A., 1882; Cedar Spring, S. C.
Cook, Mrs. Anna McPhail, B.A., 1903; 65 Niagara street, Winnipeg, Manitoba.
Cooper, William, B.S., 1908; 318 Sixth street northeast, Washington, D. C.
Courrege, Armand, B.Ph., 1920; Akron, Ohio.
Cowan, Alfred H., B.A., 1895; post office, London, Ontario, Canada.
Cowley, Mrs. Annie Lindstrom, B.A., 1901; Route 7, Newcastle, Pa.
Cowley, Ernest R., B.Ph., 1903; Route 7, Newcastle, Pa.
Crane, John E., B.A., M.A., 1877-1899; 223 Sisson avenue, Hartford, Conn.
Craven, Bird L., B.A., 1911; School for the Deaf, Salem, Oreg.
Craven, Mrs. Dora Campbell, B.A., 1914; School for the Deaf, Salem, Oreg.

Dantzer, C. Orvis, B.A., M.A., 1886-1896; 3220 N. Sixteenth street, Philadelphia, Pa.
Davidson, Samuel G., B.A., 1885; Hon. M.A., Hon. Litt.D., 1904-1914; Tamworth, N. H.
Davies, George H., B.S., 1920; 439 Leggett street, Scranton, Pa.
Davis, LeRoy J., B.A., 1917; Wichita, Kans.
Davis, Mrs. Letitia Webster, B.A., 1903; Fairview Park, Austin, Texas.
Davis, Robert Lee, B.L., 1909; Fairview Park, Austin, Texas.
Davis, William H., B.A., 1899; Fairview Park, Austin, Texas.
Decker, Ralph, B.S., 1915; 21 N. La Salle street, Chicago, Ill.
Deer, Mrs. Lula Watts, B.Ph., 1919; 1736 Preston avenue, Akron, Ohio.
Denton, Cora, B.Ph., 1913; 1445 Trade street, Salem, Oreg.
Dillon, Arthur B., B.S., 1910; Phoenix, N. Y.
Divine, Mrs. Sarah Stout, B.A., 1901; 1010 E. Seventh street, Vancouver, Wash.
Divine, Louis A., B.S., 1894; 1010 E. Seventh street, Vancouver, Wash.
Dohrmann, Frank Henry, B.Ph., 1919; Great Bend, Kans.
Dougherty, George T., B.S., M.S., 1882-1885; Hon. Sc.D., 1904; 6833 Anthony avenue, Chicago, Ill.
Drake, Harley D., B.A., 1904; Gallaudet College, Washington, D. C.
Drake, Mrs. Lillian Swift, B.A., 1905; Gallaudet College, Washington, D. C.
Dudley, Mrs. Willie Kilgore, B.A., 1908; California.
Dundon, John Henry, B.A., 1886; American Book Company, New York, N.Y.
Durian, Walter G., B.A., 1914; 42 Homestead avenue, Hartford, Conn.
Dwight, Annie L., B.A., 1912; Wedgefield, S. C.

Eaton, Ethel, B.A., 1911; National Biscuit Company, Kansas City, Mo.
Edington, Wallace D., B.A., 1915; 72 W street northwest, Washington, D. C.
Eickhoff, Arlington J., B.A., 1898; 805 Oak street, Flint, Mich.
Elmer, Leslie A., B.A., M.A., 1911-1914; Columbia, S. C.
Elwell, Jerome T., B.A., 1879; 618 N. Thirty-fifth street, Philadelphia, Pa.
Erd, Paul Henry, B.A., 1905; Waterloo, Ill.
Erd, Robert Louis, B.A., 1898; 140 Grace street, Flint, Mich.
Erickson, Gilbert O., B.A., 1903; 5120 Broad Branch road, Chevy Chase, D.C.
Erickson, Mrs. Laura Frederick, B.A., 1895; 5120 Broad Branch road, Chevy Chase, D. C.

Farquhar, Grover C., B.A., M.A., 1913-1919; 239 Morning View avenue, East Akron, Ohio.
Faupel, George H., B.A., 1907; School for the Deaf, Frederick, Md.
Ferguson, Gerald, B.Ph., 1919; 1204 Fifth street northeast, Washington, D.C.
Fish, Helen E., B.A., 1905; 220 N street northwest, Washington, D. C.
Fister, George E., B.A., 1898; Fleetwood, Pa.
Fitzgerald, Edith M., B.A., 1903; School for the Deaf, Delavan, Wis.
Flenner, Miriam, B.A., 1920; American School for the Deaf, Hartford, Conn.
Flick, George F., B.S., 1903; 214 E. Fifty-fifth street, Chicago, Ill.
Foltz, Edward S., B.A., 1915; School for the Deaf, Sulphur, Okla.
Foreman, Benjamin F., B.A., 1903.

Fossan, Mary, B.L., 1911; 1901 Fifteenth street, Minneapolis, Minn.
Fowler, Amy A., B.A., 1916; School for the Deaf, Knoxville, Tenn.
Fox, Thomas Francis, B.A., M.A., 1883-1887; Hon. Litt.D., 1904; 99 Fort Washington avenue, New York, N. Y.
Freeman, Samuel M., B.A., 1878; 726 King street, Columbia, S. C.
Friedman, David, B.S., 1904; 2371 E. Forty-ninth street, Cleveland, Ohio.
Fugate, Mrs. Snowa Frost, B.A., 1908; Akron, Ohio.
Fugate, W. C., B.A., 1906; Akron, Ohio.

Gaillard, Theresa A., B.A., 1901; 318 S. Church street, Spartanburg, S. C.
Gardner, Harry, B.A., 1912; Lebanon, Oreg.
Gardner, Mrs. Mary Gillman, B.A., 1910; Lebanon, Oreg.
Garrett, Mrs. Charlotte Hall, B.A., 1905; Lindall, Mont.
Garrett, Edward H., B.A., 1905; Lindall, Mont.
Geilfuss, William J., B.A., 1902; 1447 Twenty-sixth street, Milwaukee, Wis.
George, Dudley W., B.A., M.A., 1876-1887; 127 City place, Jacksonville, Ill.
Gibson, Wallace Knowles, B.S., 1918; Trinity Portland Cement Company, Dallas, Texas.
Giffen, Mrs. Ethel Ritchie, B.A., 1903; Wheatland, Wyo.
Gilbert, Foster D., B.S., 1917; 1495 Malasia road, Akron, Ohio.
Gledhill, J. Wilbur, B.A., 1913; 207 Elm street, Saratoga Springs, N. Y.
Gledhill, Mrs. Mary Burns, B.A., 1913; 207 Elm street, Saratoga Springs, N.Y.
Goldberg, Isaac, B.S., M.S., 1888-1920; 558 Ninth street, Brooklyn, N. Y.
Goodman, Lester, B.A., 1880; city post office, Chicago, Ill.
Goslin, Effie, B.A., 1904.
Grace, Homer E., B.A., 1911; 1096 S. Washington street, Denver, Colo.
Grace, Mrs. Lula Lewis, B.A., 1910; 1096 S. Washington street, Denver, Colo.
Gray, Frank Ross, B.A., 1878; 3 University avenue, Observatory Station, Pittsburgh, Pa.
Griffin, Charles C., B.A., 1883.
Grimm, George Frank, B.A., 1896; 113 Ivy street, Pittsburgh, Pa.
Gross, Henry, B.A., M.A., 1888-1898; Route 2, Fulton, Mo.

Hagerty, Thomas, B.A., 1890; Knapp, Wis.
Haley, Wendell, B.A., 1920; Devils Lake, N. Dak.
Hall, Mrs. Ethel Taylor, B.A., 1900; Kendall Green, Washington, D. C.
Hannan, Mrs. Helen Price, B.A., 1897; 2112 F street northwest, Washington, D. C.
Hansen, Blanche Marie, B.A., 1904; St. Paul, Minn.
Hanson, Mrs. Agatha Tiegel, B.A., 1893; 3519 Leavenworth street, Omaha, Nebr.
Hanson, Olof, B.A., M.A., 1886-1889; Hon. Sc.D., 1914; 3519 Leavenworth street, Omaha, Nebr.
Harah, Edwin C., B.S., 1889; Rockwood, Somerset county, Pa.
Harper, George H., B.Ph., 1908; 97 King street, St. Augustine, Fla.
Harris, Shelby W., B.A., 1912; 1421 Arapahoe street, Denver, Colo.
Hasenstab, Philip J., B.A., M.A., 1885-1895; Hon. D.D., 1914; 4426 Calumet avenue, Chicago, Ill.
Hauberg, Margaret, B.A., 1903; School for the Deaf, Baton Rouge, La.
Haywood, Virginia, B.A., 1912; Waxhaw, N. C.
Hemstreet, Robert C., B.A., 1903; R. F. D., Albion, Pa.
Hemstreet, Mrs. Sadie Griffis, B.A., 1899; R. F. D., Albion, Pa.
Henderson, Daisy M., B.A., 1906; School for the Deaf, Little Rock, Ark.
Henry, Mrs. Bertha Thiessen, B.A., 1910; 5515 Greenwood avenue, Chicago, Ill.
Henry, Morton Howard, B.L., 1909; 5515 Greenwood avenue, Chicago, Ill.
Hetzler, Wroth, B.Ph., 1919; 2914 Edmondson avenue, Baltimore, Md.
Hewetson, Adam S., B.Ph., 1903; Pachappa Hill Groves, Riverside, Calif.
Hill, William Lonet, B.A., M.A., 1872-1881; 173 S. Main street, Athol, Mass.
Hogle, Eugene, B.A., 1913; School for the Deaf, St. Augustine, Fla.
Holliday, Francis M., B.A., 1910; 232 Meridan street, Duquesne Heights, Pittsburgh, Pa.

Holliday, Mrs. Sara Streby, B.A., 1909; 232 Meridan street, Duquesne Heights, Pittsburgh, Pa.
Holloway, Frank C., B.A., 1878; 1600 Madison avenue, Council Bluffs, Iowa.
Holway, Leo Ralph, B.Ph., 1908; Cicero, Ill.
Horton, Frank C., B.A., 1907; 1034 Forty-seventh street, Oakland, Calif.
Hosterman, Gurney Y., B.A., 1893.
Hotchkiss, John Burton, B.A., M.A., 1869-1874; Hon. Litt.D., 1904; Gallaudet College, Washington, D. C.
Hoverstick, Warren J., B.L., 1907; Dayton avenue, Xenia, Ohio.
Howard, Jay Cooke, B.A., 1895; Providence Building, Duluth, Minn.
Howard, Mrs. Petra Fandrem, B.A., 1912; Providence Building, Duluth, Minn.
Hower, Mrs. Emma Pike, B.A., 1911; 1580 Malasia road, Akron, Ohio.
Hower, John Tom, B.A., 1911; 1580 Malasia road, Akron, Ohio.
Hughes, Frederick H., B.A., M.A., 1913-1914; Gallaudet College, Washington, D. C.
Hughes, Peter T., B.Ph., 1903; School for the Deaf, Fulton, Mo.
Hunter, William S., B.A., 1905; School for the Deaf, Vancouver, Wash.
Hutchinson, Margaret, B.A., 1903.

Isackson, Gilbert, B.A., 1910; Route 8, Pontiac, Mich.
Isackson, Mrs. Ida Linabury, B.A., 1910; Route 8, Pontiac, Mich.

Jackson, Benjamin F., B.A., 1898; Lincoln road boulevard, R. 7, Rockford, Ill.
Jacobsen, John M., B.S., 1915; Akron, Ohio.
Johnson, Frank, B.A., 1903; 4829 W. Lake street, Chicago, Ill.
Johnson, Mrs. Jessie Beardsley, B.A., 1909; 122 N. Lake avenue, Sioux Falls, S. Dak.
Johnson, Lawrence Erle, B.A., 1914; 202 Laurier avenue, W., Ottawa, Canada.
Jones, Leon P., B.A., 1912; Cleveland, Ohio.
Jones, Thomas A., B.A., 1872.
Jones, William G., B.A., M.A., 1876-1895; 522 W. 183d street, New York, N.Y.

Keeley, Alfred Charles, B.A., 1916; Akron, Ohio.
Keeley, Kate Orr, B.A., 1916; Akron, Ohio.
Kestner, Max J., B.A., 1897; Daytona, Florida.
Kiene, Arnold, B.A., 1895; 46 Linden court, Long Beach, Calif.
Kimball, Fannie, B.A., 1908; 20 Gilman street, Portland, Maine.
Kuta, Stacia, B.L., 1915; School for the Deaf, Omaha, Nebr.
Kutzleb, Mrs. Alice Neldon, B.A., 1908; 1716 Preston avenue, Akron, Ohio.
Kutzleb, Alvin, B.S., 1908; 1716 Preston avenue, Akron, Ohio.

Lamson, Cloa G., B.A., 1900; Box 107, Clintonville, Ohio.
Lange, Paul, B.S., M.A., 1892-1896; 117 Beloit street, Delavan, Wis.
Lapides, Michael, B.A., 1913; 130 Davenport avenue, New Haven, Conn.
Larson, Lars M., B.A., 1882; Faribault, Minn.
Lawrence, William M., B.Ph., 1902; Sioux City, Iowa.
Leitner, Frank A., B.S., 1890; 1220 Braddock avenue, Wilkinsburg, Pa.
Leveck, Margaret, B.A., M.A., 1909-1914; 910 W. Second street, Flint, Mich.
Lewis, Harry S., B.A., 1896; 724 Warburton avenue, Yonkers, N. Y.
Light, J. Stanley, B.Ph., 1916; general delivery, Portsmouth, N. H.
Linde, Otto Harold C., B.A., 1913; 624 Marshall street, Portland, Oreg.
Lindstrom, Mrs. Susie Dickson, B.A., 1907; 2725 Cherry avenue, Salem, Oreg.
Lindstrom, Thure A., B.A., 1906; 2725 Cherry avenue, Salem, Oreg.
Logan, Mary Belle, B.A., 1920; School for the Deaf, Sulphur, Okla.
Long, Ellsworth, B.S., 1892; Ingersoll, Okla.
Long, J. Schuyler, B.A., M.A., 1889-1895; Hon. Litt.D., 1914; 175 Glen avenue, Council Bluffs, Iowa.
Long, Littleton A., B.A., 1900; Devils Lake, N. Dak.
Long, Mrs. Mabel Fritz, B.A., 1906; 315 Grace street, Council Bluffs, Iowa.

Long, Richard L'H., B.A., 1881; 4340 Lexington avenue, Chicago, Ill.
Lynch, Ulen, B.S., 1918; 39 Girard street northeast, Washington, D. C.

McCurry, Mrs. Slava Snyder, B.A., 1902.
McFarlane, Mrs. Florence Harper, B.A., 1918; School for the Deaf, Talladega, Ala.
McFarlane, John H., B.A., 1907; School for the Deaf, Talladega, Ala.
McGregor, Bessie B., B.A., 1902; Grove City, Ohio.
McGregor, Robert P., B.A., M.A., 1872-1892; Box 86, Grove City, Ohio.
McIlvaine, John A., B.A., 1893; School for the Deaf, Mt. Airy, Philadelphia, Pa.
McInturff, Oliver W., B.A., 1917; Akron, Ohio.
Madden, Michael J., B.S., 1893; 1012 Sixth street, N., Nashville, Tenn.
Marcosson, Max N., B.A., 1895; School for the Deaf, Danville, Ky.
Marr, Thomas S., B.S., 1889; 701 Stohlman Building, Nashville, Tenn.
Marshall, Charles C., B.L., 1917; Hotel Strand, Akron, Ohio.
Marshall, Deborah H., B.L., 1900; Union Metallic Cartridge Company, Bridgeport, Conn.
Marshall, Winfield E., B.A., 1904; 406 Fifth street northeast, Washington, D.C.
Martin, Ashland D., B.A., 1916; 1654 Bacon road, Akron, Ohio.
Mather, Ernest Samuel, B.Ph., 1904; Spring Grove, Richmond, Ind.
Meagher, Mrs. Frieda Bauman, B.A., 1902.
Merrill, Herbert C., B.A., M.A., 1896-1904; 1518 Kemble street, Utica, N. Y.
Mikesell, Frank E., B.A., 1906; R. R. 2, Republic, Kans.
Miller, Robert C., B.L., 1903; care of Shelby News, Shelby, N. C.
Moore, Frederick A., B.A., M.A., 1915-1918; 1679 Battery B, Akron, Ohio.
Moran, Daniel E., B.A., 1901; general delivery, Erie, Pa.
Moran, Mrs. Emma Prager, B.A., 1900; general delivery, Erie, Pa.
Morris, Mrs. Ellen Johnson, B.L., 1909; School for the Deaf, Devils Lake, N.Dak.
Morris, Henry, B.A., 1911; School for the Deaf, Devils Lake, N. Dak.
Morris, Minnie E., B.A., 1897; School for the Deaf, Salem, Oreg.
Morrow, Nathaniel F., B.A., 1885; San Antonio, Texas.
Moyer, Mrs. Emma Kershner, B.A., 1897; Robesonia, Pa.
Mundary, Mrs. Clara Runck, B.A., 1898; 149 Montgomery avenue, Dayton, Ohio.
Murphy, James J., B.A., 1879.

Neesam, Frederick J., B.S., 1904; 106 Beloit street, Delavan, Wis.
Nelson, Edith M., B.A., M.A., 1914-1915; Gallaudet College, Washington, D.C.
Newman, Goldie, B.A., 1911; 5852 Calumet avenue, Chicago, Ill.
Nichols, Samuel, B.A., 1901; 2701 Home avenue, Fair Haven, Pa.
Nicholson, Alice, B.A., 1910; Melbourne, Fla.
Nicholson, Ross E. L., B.A., 1897; McLean, Va.
Nies, Edwin, B.A., 1911; 503 W. 149th street, New York, N. Y.
Norris, Arthur Hilton, B.A., 1901; 16 W. Thirty-fifth street, Indianapolis, Ind.
Northern, Thomas Y., B.A., 1902; R. R. 2, Box 74, Rocky Ford, Colo.
Northrop, Helen, B.A., 1908; School for the Deaf, Gooding, Idaho.

Odom, Alton, B.A., 1893; San Francisco, Calif.
Ohlemacher, Wilhelm, B.S., 1899; 1152 E. Rich street, Columbus, Ohio.
Olson, Regina, B.A., 1918; 1444 W street northwest, Washington, D. C.
Osborne, Thomas Watson, B.A., 1919; Box 257, Firestone Park, Akron, Ohio.
Ozier, Claude Venable, B.A., 1919; Akron, Ohio.

Painter, Cyril A., B.A., 1902; 317 Pitts street, Wilkinsburg, Pa.
Palmer, Lewis Arthur, B.A., 1884; School for the Deaf, Knoxville, Tenn.
Park, James M., B.A., 1875; Santa Barbara, Calif.
Patterson, Alpha, B.A., 1914; School for the Deaf, Little Rock, Ark.
Patterson, Robert, B.A., M.A., 1870-1883; Hon. Litt.D., 1904; 611 E. Rich street, Columbus, Ohio.
Peard, Forrest R., B.A., 1919; Akron, Ohio.

Pearson, Ellen, B.Ph., 1917; Tekamah, Nebr.
Pearson, Mabel, B.A., 1918; School for the Deaf, Council Bluffs, Iowa.
Peter, Harvey, B.Ph., 1895; 223 Walnut street, Slatington, Pa.
Peterson, Mrs. Lilla McGowan, B.A., 1898; Shumway avenue, Faribault, Minn.
Peterson, Peter N., B.A., M.A., 1898-1914; Shumway avenue, Faribault, Minn.
Pfunder, Mrs. Sarah Goldstein, B.A., 1902; 1795 Malasia road, Akron, Ohio.
Picard, Daniel, B.A., M.A., 1899-1900; 1911 First avenue, Birmingham, Ala.
Pick, William C., B.A., 1875; 322 W. Fourth street, New York, N. Y.
Poshusta, Walter F., B.S., 1909; 207 S. Monroe street, Mason City, Iowa.
Post, Eunice, B.A., 1920; School for the Deaf, Knoxville, Tenn.
Powell, Albert C., B.A., 1875; Oklahoma City, Okla.
Preston, Harold A., B.S., 1909; 1106 Lyon street, Flint, Mich.
Pulver, Henry J., B.A., M.A., 1917-1920; 901 Clinton street, Philadelphia, Pa.

Rasmussen, Arthur S., B.A., 1916; 1559 Bacon road, Akron, Ohio.
Rasnick, Alvah M., B.Ph., 1907; School for the Deaf, Staunton, Va.
Reed, Harry, B.A., 1883; Menasha, Wis.
Reichard, Dan M., B.A., 1906; 603 N. Cherry street, Niles, Ohio.
Reid, Frederick, B.A., 1872; 3433 Stuart street, Denver, Colo.
Rendall, John Leonard, B.A., 1916; Fredericksburg, Va.
Riley, Mrs. Elsie Peterson, B.A., 1916; Seattle, Wash.
Rives, Robert M., B.A., 1893; 1205 Newning street, Austin, Texas.
Roberts, Arthur L., B.A., M.A., 1904-1909; Kendall Green, Washington, D. C.
Roberts, Mrs. Ida Wiedenmeier, B.A., 1904; Kendall Green, Washington, D. C.
Robinson, Mrs. Flossie Hoisington, B.A., 1917; 1600 Preston avenue, Akron, Ohio.
Robinson, Iva M., B.Ph., 1911; 1600 Preston avenue, Akron, Ohio.
Robinson, Warren, B.A., M.A., 1884-1887; Hon. Litt.D., 1916; 113 Elm street, Delavan, Wis.
Rockwell, Walter C., B.A., 1916; 111 Grove street, Hartford, Conn.
Rogers, David S., B.A., 1873; 467 E. Park street, Olathe, Kans.
Rosson, Walter B., B.S., 1899; Nashville, Tenn.
Roth, Louis A., B.S., 1897; 315 W. Eighth street, Faribault, Minn.
Rothert, Waldo H., B.A., 1898; 244 Manhattan place, Los Angeles, Calif.
Round, Benjamin F., B.A., 1892; Lakeside, Minn.
Rowse, Edward M., B.A., 1906; 21 N. La Salle street, Chicago, Ill.
Runde, Mrs. Frances Norton, B.A., 1901; 122 Panoramic way, Berkeley, Calif.
Runde, Winfield S., B.A., M.A., 1901-1905; 122 Panoramic way, Berkeley, Calif.

Sadelmyer, Louise, B.L., 1916; Akron, Ohio.
Salter, Mrs. Gertrude Parker, B.A., 1900; 3513 Howell street, Wissinoming, Pa.
Savage, Mrs. Elizabeth De Long, B.A., 1902; Flagstaff, Ariz.
Saxton, John Gordon, B.S., 1882.
Sayles, Mrs. Enga Anderson, B.A., 1906; School for the Deaf, Sulphur, Okla.
Sayles, William W., B.A., 1906; School for the Deaf, Sulphur, Okla.
Schaefer, William F., B.Ph., 1912; 407 W. Burlington street, Fairfield, Iowa.
Schafer, George, B.A., 1902; Detroit, Mich.
Schmidt, Charles J., B.A., 1917; 1736 Preston avenue, Akron, Ohio.
Schmidt, Mrs. Narcissa Watts, B.L., 1917; 1736 Preston avenue, Akron, Ohio.
Schneider, William F., B.A., 1902; 2055 Halladay avenue, Portland, Oreg.
Schoneman, Frederick W., B.Ph., 1908; 247 N. Webster avenue, Jacksonville, Ill.
Schowe, Ben M., B.A., 1918; 1375 Moore avenue, Akron, Ohio.
Schowe, Mrs. Dorothy Conover, B.A., 1918; 1375 Moore avenue, Akron, Ohio.
Schroedel, Philip R., B.S., 1910; 35 Enfield street, Pittsburgh, Pa.
Schulte, Louis P., B.A., 1904; Glenfield, Pa.
Seaton, Charles D., B.A., M.A., 1893-1920; School for the Deaf, Romney, W.Va.
Seely, Mrs. Emma Morse, B.A., 1905; 1800 Lake street, Omaha, Nebr.
Sessoms, Albert H., B.A., 1896; Waycross, Ga.
Shannon, Russell R., B.A., 1916; Akron, Ohio.
Shaw, Frank W., B.Ph., 1881; 431 Henry street, Steubenville, Ohio.

Sheridan, Thomas, B.A. 1894; School for the Deaf, Devils Lake, N. Dak.
Sherman, Margaret G., B.A., 1913; 210 W. 107th street, New York, N. Y.
Shuey, Mrs. Hannah Shankweiler, B.A., 1894; R. F. D. 1, Newton, Mo.
Shuey, Stephen, B.A., 1890; R. F. D. 1, Newton, Mo.
Simpson, Mrs. Iona Tade, B.A., 1907; Kings Ranch, Colo.
Smielau, Franklin C., B.A., M.A., 1897-1918; 123 N. Market street, Selinsgrove, Pa.
Smith, James Lewis, B.A, M.A., 1883-1888; Hon. Litt.D., 1904; School for the Deaf, Faribault, Minn.
Smith, Mrs. Marguerite Kau, B.A., 1919; Akron, Ohio.
Smolk, Mrs. Helena Froelich, B.A., 1912; 8805 Madison avenue, Cleveland, Ohio.
Sowell, James W., B.A., M.A., 1900-1903; 4549 Bedford avenue, Omaha, Nebr.
Sowell, Mrs. Maud Brizendine, B.A., 1901; 4549 Bedford avenue, Omaha, Nebr.
Spence, Victor R., B.S., 1903; School for the Deaf, Faribault, Minn.
Stafford, Henry L., B.A., M.A., 1893-1908; 4 Chester terrace, Duluth, Minn.
Staudacher, John E., B.S., 1888; 1376 White street, Dubuque, Iowa.
Stegemerten, Henry J., B.A., 1916; School for the Blind, Overlea, Md.
Steidemann, Arthur O., B.S., 1902; 1411 Newhouse street, St. Louis, Mo.
Stemple, May Evelyn, B.A., 1898; Philadelphia, Pa.
Sterck, Emily, B.A., 1920; School for the Deaf, Knoxville, Tenn.
Stevens, Kelly H., B.A., 1920; School for the Deaf, Trenton, N. J.
Stevens, Oliver C., B.A., M.A., 1905-1908; 911 Grand Traverse street, Flint, Mich.
Stewart, James M., B.A., 1893; School for the Deaf, Flint, Mich.
Stewart, Roy J., B.A., 1899; 1008 Park road, Washington, D. C.
Strong, William M., B.A., 1902; Dexter, Mo.
Struck, Adolph N., B.A., 1912; 132 Michigan street, Minneapolis, Minn.
Studt, Ada, B.A., 1918; School for the Deaf, Trenton, N. J.
Stutsman, Asa A., B.A., 1899; Old Mission, Mich.
Sullivan, Andrew J., B.A., 1896; School for the Deaf, Jackson, Miss.
Sullivan, James A., B.A., 1917; 63 Ido avenue, South Akron, Ohio.
Swanson, Alexander, B.A., 1901; Box 213, Lacombe, Alberta, Canada.

Talbert, Elmer D., B.A., 1911; Box 643, Gooding, Idaho.
Talbert, Mrs. Mabel Jensen, B.A., 1912; Box 643, Gooding, Idaho.
Taylor, Martin M., B.A., 1892; 429 Dutton street, Kalamazoo, Mich.
Taylor, Robert S., B.A., M.A., 1901-1908; Warsaw, N. C.
Teegarden, George M., B.A., 1876; 469 Ella street, Wilkinsburg, Pa.
Thompson, Christina, B.A., 1895; Mt. Vernon, Iowa.
Thompson, Clifford M., B.A., 1916; Goodyear Rubber Company, Akron, Ohio.
Thompson, Mrs. Ethel Harold, B.A., 1918; Ft. Stanley, Wash.
Thompson, Frank H., B.A., 1916; Ft. Stanley, Wash.
Tomlinson, Dean E., B.S., 1908; 858 Alverstone street, Winnipeg, Canada.
Toomey, William N., B.A., 1910; 1238 Worley street, N. W., Canton, Ohio.
Tracy, Hobart L., B.A., M.A., 1890-1909; School for the Deaf, Jackson, Miss.
Tredwell, Sara, B.A., 1918; 210 W. 107th street, New York, N. Y.
Tuck, Louis C., B.A., M.A., 1870-1904; School for the Deaf, Faribault, Minn.

Underhill, Odie W., B.A., 1908; School for the Deaf, St. Augustine, Fla.
Unsworth, Mrs. Edetha Williams, B.A., 1909; 1600 Preston avenue, Akron, Ohio.

Valdez, Mrs. May Thornton, B.Ph., 1907; 235 Palace avenue, Santa Fe, N. Mex.
Valiant, Walter P., B.A., 1920; School for the Deaf, Salem, Oreg.
Vandegrift, Edith, B.A., 1899; School for the Deaf, Faribault, Minn.
Veditz, George W., B.A., M.A., 1884-1887; 414 N. Custer street, Colorado Springs, Colo.

Waite, Lester D., B.Ph., 1877; County Infirmary, Columbus, Ohio.
Washburn, Cadwallader, B.A., 1890; Livermore Falls, Maine.
Waters, Horace B., B.A., 1902; 1446 Fourteenth street, Detroit, Mich.

West, Hubert B., B.L., 1912; 411 N. Court street, Fairfield, Iowa.
Whildin, Oliver, B.A.,M.A.,1892-1904; 2100 N. Calvert street, Baltimore, Md.
White, Henry C., jr., B.A., 1880; 503 N. Seventh street, Phoenix, Ariz.
Whitlocke, George B., B.A., 1897; Halifax, Mass.
Whitlocke, Mrs. Rose Leyder, B.A., 1898; Halifax, Mass.
Whitworth, George H., B.S., 1920; Newman, Calif.
Wilkinson, John, B.A., 1874; Box 67, 55 John street, New York, N. Y.
Williams, Richard W., B.A., 1895; Sioux Falls, S. Dak.
Williams, Thomas S., B.A., 1908; De Ridder, La.
Willman, Kenneth, B.A., 1918.
Wills, George F., B.A., 1899; Malvern, Iowa.
Wilson, Powell, B.S., 1920; Akron, Ohio.
Winemiller, John C., B.S., 1904.
Wolf, Caroline, B.A., 1918; Bonne Terre, Mo.
Wolverton, Jeannette, B.A., 1919; Washington, D. C.
Wright, Archibald, B.A., 1912; River Heights, Winnipeg, Canada.
Wys, Paul Revere, B.Ph., 1904; Akron, Ohio.

Young, Sadie M., B.A., 1898; School for the Deaf, Colorado Springs, Colo.

Zell, Mary Ethelburga, B.A., 1902; Westwood avenue, Grandview, Ohio.
Ziegler, Robert M., B.A., 1882; 205 W. Mt. Pleasant street, Mt. Airy, Philadelphia, Pa.
Zorn, William Henry, B.A., 1890; 922 Studer avenue, Columbus, Ohio.

SUMMARY

Bachelor of Arts	298
Bachelor of Science	40
Bachelor of Philosophy	30
Bachelor of Letters	13
Total	381

1920

JANUARY

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FEBRUARY

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MARCH

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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